

Thorpepark Academy

Religion, Belief and Values



Year Group: 4 Term: Autumn 1	Unit 4.1 Theme: Communities Concept: People of God, religion, community, spiritual, unity	Worldview: Christianity, Buddhism, Humanism, personal view
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Key Question: Where is Religion?

About this unit: This unit is considered mainly through the lens of Social Science and provides opportunity for pupils to find out more about their locality and their local community, to explore the diversity of religion found within, and to study a religious community in depth. It will be helpful to meet with different people, and members of different faiths, to investigate the impact of their beliefs and values on community life. It may be appropriate to make links to learning about local history and geography. Questions should be asked about living in a multicultural society. By the end of this unit pupils should know about the religions and other worldviews represented in the locality; they have a knowledge of at least one religion in depth and its contribution to their community. Also see the KS2 Christmas1 unit which may follow.

Links to British Values

Democracy ✓	Rule of Law ✓	Individual Liberty ✓	Mutual Respect ✓	Tolerance of people of different faiths and beliefs ✓
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Links to SMSC

S ✓	M ✓	S ✓	C ✓
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Hull and East Riding Agreed Syllabus

Relate end of Key Stage 2 expectations pupils should be able to...

Exploring	Learning outcomes by the end of KS2 pupils should be able to
Social Sciences How do religious values provide rules for living?	Give examples of beliefs and values from different faiths Describe the impact of religious beliefs, values and rules on the life of a believer

Skills

Social Sciences
 Explain and give reasons
 Discover and explain ideas
 Express ideas and opinions

Prior Learning	Future Learning
This unit builds upon work covered in Unit 1.1 Belonging and Unit 3.2 Founders of faith; make links to previous learning about British values	In Year 5 (Unit 5.3 and 5.4) children will learn all about Pilgrimages and why this is important to feel like they belong to a religion and part of a community.

Sticky knowledge	Key Vocabulary
Community means a group of people living in the same place or having a particular characteristic in common. Our school community is predominately white, British. In Hull the majority identify as Christian and 18 out of every 100 people do not associate with a religion.	religion, identity, values, multicultural, diversity

<p>We have a local Christian Church near school and an evangelical church. In Hull there are mosques and synagogues.</p> <p>Some religious groups help those less fortunate e.g. food banks</p> <p>Religion offers beliefs, moral codes, and values from which a young person can build a personal belief system.</p> <p>I know that belonging to a group contributes to identity.</p> <p>Christians will live a life like God and they will help others, forgive, etc like God did. Humanists follow a good and happy life and believe they have a duty to support others.</p>	
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Resources

Pictures of food banks, map of synagogues in Hull, map of churches in Hull, data of religion in Hull, OS maps of Hull

	LO	Lesson outline
<p>Lesson 1</p> <p style="color: purple;">Ask questions</p>	<p>LO: To understand what we mean by community</p> <p>Sticky Knowledge: Community means a group of people living in the same place or having a particular characteristic in common.</p> <p>Skill: Express ideas and opinions</p>	<p>Mini Question: What is meant by community?</p> <p>Recap: What do you remember about belonging? What does this mean? (link back to year 1). What do you belong to? How do you show you belong? Children to talk about belonging to a club or a school or a set of friends.</p> <p>Lesson Outline: Children to be given a picture of a food bank – what questions do they have about this? Place these questions on sticky notes and use these to post it on the picture – this can be photographed and placed in books or this can be displayed in the classroom – encourage children to really think about the picture and get them to link back to Year 2 when they learn the importance of asking big questions and why we do this.</p> <p>Introduce the children to the mini question. What do we mean by the word community? Have you heard this before? Tell children that we have small communities e.g. your food banks or clubs, then we have our local community like the area or school and we have our wider community like religion.</p> <p>In books children are to be given the mini questions and below this they can list/draw/write a sentence about how they belong to a community.</p> <p>Sentence stem:</p> <p>I belong to a community because _____. I show I belong to this community by _____.</p> <p>Challenge: How can we make a community stronger?</p>
<p>Lesson 2</p> <p style="color: purple;">Investigate and dig deeper</p>	<p>LO: To understand how diverse our local community is.</p> <p>Sticky Knowledge: Our school community is predominately white, British. In Hull the majority identify as Christian and 18 out of 100 people do not associate with a religion</p> <p>Skill: Discover and explain ideas</p>	<p>Mini Question: How diverse is the local community in comparison to the rest of Hull?</p> <p>Recap: What does the word community mean? What communities are you a part of? How do you show you belong to this?</p> <p>Lesson Outline: Introduce children to the mini question. What does the word diverse mean? Our school community is predominately white, British. In Hull the majority identify as Christian and 18 out of 100 people do not associate with a religion. According to the city of Hull website, Hull residents attend 19 different Christian churches. There are 3 Jewish synagogues.</p> <p>Hull data:</p>

Show pupils the Hull data Hull Population 2022

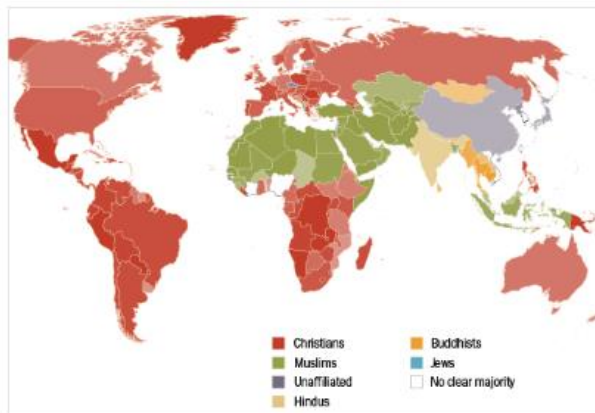
288,462

Budhist	0.1%
<i>Christian</i>	55.0%
<i>Hindu</i>	0.0%
<i>Jewish</i>	0.0%
<i>Muslim</i>	1.8%
<i>Sikh</i>	0.0%
<i>Other religion</i>	0.1%
<i>No religion</i>	37.0%

<https://themarket.com/area/culture/orchard-park-and-greenwood-kingston-upon-hullcity-of/kingston-upon-hull-003b>

Are you shocked by any of the information? Focus on Christianity, Judaism and no religion – where do you fall in to? Is our local community diverse?

Explain that although religions such as Buddhism and Judaism are minority religions in Hull, that is not the case around the world.



In books:

Children answer questions related to the data above.

Challenge: *True or false: The church is the most important symbol of community in our local area.*

Lesson 3

Investigate and dig deeper

LO: To know where religion is shown within our community.

Sticky Knowledge: We have a local Christian Church near school and an evangelical church. In Hull there are mosques and synagogues.

Mini Question: Where is there evidence of religion in the locality?

Recap: How diverse is our community?

Lesson Outline: Introduce children to the mini question. What does locality mean? Use of OS maps and look at logos found around the community. Children to match the OS symbols to the different religious symbols. Provide the OS map of Hull and children to tally the amount of each religious symbol and evaluate their findings. Children to understand that we have a local Christian Church near school (St Michael's & All Angels) and an evangelical church (HOPE church). In Hull, and the surrounding area, there are mosques and synagogues. Pupils plot the different places of worship on a map.

	<p>Skill: Discover and explain ideas</p>	<p>Once children have plotted these on a map and tallied up, discuss how this supports or contradicts their findings from yesterday. Why are there 3 synagogues if there aren't any people practicing the Jewish faith? Why might there be discrepancies?</p> <p>http://localstats.co.uk/census-demographics/england/yorkshire-and-the-humber/east-riding-of-yorkshire</p> <p>In book: put the map and answer the mini question. Then answer the challenge question</p> <p>Challenge: True or false: Our community is diverse? Explain why.</p>
<p>Lesson 4 Interpret and analyse</p>	<p>LO: To understand the difference a religious group makes to a community</p> <p>Sticky Knowledge: Some religious groups help those less fortunate e.g. food banks</p> <p>Skill: Explain and give reasons</p>	<p>Mini Question: How might a member of a religious group make a difference within the wider community?</p> <p>Recap: What places of worship do we have in our community? What religions practice there?</p> <p>Lesson Outline:</p> <p>Look at local community ideas for giving back to the community: E.g. A food bank local litter picks, St Mike's youth centre, e.g. The Eating Table project, St Michael's church hall jumble sales, local charity shops, e.g. Dove House and Sports Traider, etc.</p> <p>Focus this lesson on Christianity</p> <p>Use the internet to research what St Mike's does for the community.</p> <p>Use internet to research other things churches do for the community e.g. funerals, weddings, Baptisms, Sunday school, religious charities such as Harvest.</p> <p>What difference does this make to the people in the community?</p> <p>What if these services weren't there?</p> <p>In books: choose one of the services St Mike's offers and design a poster to advertise it. Pupils could include quotes from people who have been there on the benefits it has had/ what they have enjoyed/ how they feel when they are there etc</p> <p>Challenge: Diamond 9 activity- write the different ways St Mikes and other churches support the community onto 9 cards. Children work in pairs to put the diamonds in order to show which they think has the most impact on the community and explain their reasons.</p>
<p>Lesson 5 Interpret and analyse</p>	<p>LO: To understand the difference a religious group makes to a community</p> <p>Sticky Knowledge: Some religious groups help those less fortunate</p> <p>Skill: Explain and give reasons</p>	<p>Mini Question: How might a member of a religious group make a difference within the wider community? How might this be different for a non-religious person?</p> <p>Recap: What places of worship do we have in our community? What religions practice there?</p> <p>Lesson Outline:</p> <p>Focus this lesson on Buddhism.</p> <p>Explain that while we don't have a Buddhist place of worship in Orchard Park, we do have a Buddhist centre in Hull (Coltman Street). https://meditateinhull.com/</p> <p>How do they help in the community?</p> <p>Children create a leaflet to show what the centre offers and how it helps the community.</p> <p>Children identify similarities in differences between Christianity and Buddhism and the ways in which they help the community.</p> <p>Challenge:</p>

<p>Lesson 6 Evaluate and review</p>	<p>LO: To understand if religion gives a code for living</p> <p>Sticky Knowledge: Religion offers beliefs, moral codes, and values from which a young person can build a personal belief system.</p> <p>Skill: Explain and give reasons</p>	<p>Mini Question: Why do people belong to different groups? How does this sense of belonging provide a code for living?</p> <p>Recap: Why are food banks important? What other places of worship/religion are in our local community?</p> <p>Lesson Outline: Introduce the mini questions. Discuss how belonging to different groups, including religious groups, can offer a sense of identity and beliefs, moral codes, and values with which to live their life. Discuss how people of Christian and Buddhist faith can feel a sense of belonging by going to their places of worship in our local community. Focus on the Noble Eightfold path for Buddhists (https://www.bbc.co.uk/bitesize/guides/zf8g4qt/revision/3) and the values and beliefs for Christians such as love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship (togetherness). Explore the idea that for religious people they try to be 'good with God', but others think you can be 'good without god'. Explore how those of no faith such as Humanists still have a code for living. What do Humanists think is good? Ask pupils to think about these rules or principles: Be Honest, Use your mind, Tell the truth, Do to other people what you would like them to do to you</p> <p>In books children to record the various codes for living. Children to identify any similarities and differences between the three groups.</p> <p>Challenge: Do you belong to a religion? If so, how does this make you feel part of something? Or</p> <p>If you belonged to a religion would this, make you feel part of something? Explain why.</p>
<p>Lesson 7 Evaluate and review</p>	<p>LO: To understand the responsibilities linked to belonging to a group, religious or otherwise</p> <p>Sticky Knowledge: Christians will live a life like God and they will help others, forgive, etc like God did. Humanists follow a good and happy life and believe they have a duty to support others.</p> <p>Skill: Discover and explain ideas</p>	<p>Mini Question: <i>What are the responsibilities of belonging? Are there rules and values to keep?</i></p> <p>Recap: The codes for living from the previous lesson</p> <p>Lesson Outline: Discuss how belonging to any group brings with it a number of responsibilities. Look at a number of examples such as the library – as a member, you are responsible for looking after and returning the books you take out and returning them on time. A football team member– you are responsible for coming in your kit, arriving on time, attending all training sessions and games, etc. Can the children think of any other examples?</p> <p>With belonging comes responsibilities such as looking after others. This is seen in the golden rule of all religions. Humanists follow a good and happy life and believe they have a duty to support others.</p> <p>Link to religions studied: Christianity, Buddhism – what responsibilities does belonging bring with it? Discuss those which are personal responsibilities and those which are social responsibilities.</p> <p>In books: List examples of personal and social responsibilities for each religion and the world view of Humanism in their books. Answer the question in books: How do these responsibilities link to rules and values to keep?</p> <p>Challenge: How is humanism different in terms of responsibilities? (Focus on personal responsibility to be a good person instilled by themselves rather than a God)</p>
<p>Lesson 8 Evaluate and review</p>	<p>LO: To explore how belonging is linked to a person's sense of identity</p>	<p>Mini Question: <i>Does belonging to a group, including a religion, give people a sense of identity?</i></p> <p>Recap:</p> <p>Lesson Outline:</p>

	<p>Sticky Knowledge: I know that belonging to a group contributes to identity</p> <p>Skill: Express ideas and opinions</p>	<p>Investigate what the meaning of identity is using this clip: https://www.youtube.com/watch?v=om3INBWfoxY</p> <p>In books: Children to create their own values and beliefs tree (like seen on the video clip above). Can they label where they get these core values and beliefs from, e.g family, school, religion, ... Answer the following question: How does belonging to a group, religious or otherwise, shape your sense of identity?</p> <p>Challenge: How does belonging to a faith group shape others' sense of identity?</p>
<p>Lesson 9 Reflect and respond</p>	<p>LO: To understand the impact of religion on a community</p> <p>Sticky knowledge: Religious groups can offer a range of services for the community</p> <p>Skill: Express ideas and opinions</p>	<p>Mini Question: What impact does religion have on communities?</p> <p>Recap: Do you need to be part of a religious group to belong? How else can we feel like we belong without religion?</p> <p>Lesson Outline: Introduce mini question, what do we mean by the word impact? Get statistics from how many people a food bank helps if possible – what affect does this have on the community? Or get the children to ask questions, write these down and get Rev in to answer them – Rev to talk about what these people would do if himself and the church was not there – photos taken and placed in books.</p> <p>Children to answer questions in book. Who else might help with providing food bags? (Discuss how schools and other non religious groups can also impact positively on the community.)</p> <p>Challenge: Why do you think religions are important and how do they affect communities?</p>
<p>Lesson 10 Demonstrate new Understanding</p>	<p>LO: To demonstrate learning about religion and world views and how it impacts on our local community</p> <p>Skill: Express ideas and opinions</p>	<p>Mini Question: What groups, religious or non-religious, positively impact on our community?</p> <p>Recap: All previous learning</p> <p>Lesson Outline: Children to bring together all of their learning by creating a class/school community display of places and events, labelling religious and non-religious elements; link those groups that work together for the benefit of all.</p> <p>Share learning in class floor book. E.g. photos of display.</p>